



Robin Hood Junior and Infant School

Inspection Report

Unique Reference Number 103386
LEA Birmingham
Inspection number 276907
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Martin Cole RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Pitmaston Road
School category	Community		Hall Green
Age range of pupils	3 to 11		Birmingham, West Midlands B28 9PR
Gender of pupils	Mixed	Telephone number	0121 4642187
Number on roll	428	Fax number	0121 4642187
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	10 January 2000	Headteacher	Mr David Broadfield

Age group 3 to 11	Inspection dates 17 October 2005 - 18 October 2005	Inspection number 276907
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area of social and ethnic diversity. A high proportion of pupils speak English as an additional language, but only about 4% of pupils are at an early stage of acquiring English. The social and economic circumstances of parents are a little below average. The proportion of pupils who have learning difficulties and disabilities is broadly average.

At the time of inspection, leadership of the school was shared between two co-headteachers, one the former full-time headteacher and the other his deputy. Both are seconded to work part-time for national organisations promoting development in primary education. This reflects national recognition the school has received for some outstanding and innovative aspects of its work.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Several features are of exceptional quality:

the leadership and management

the pupils' achievement

the pupils' personal development and well-being

the care, guidance and support for pupils.

Other aspects of the school's work are of good and often very good quality.

The school has a long-established record of above average standards and good progress is made by pupils from all ethnic groups. Marked progress in learning is accompanied and strongly supported by the exceptional progress pupils make in their personal development, and by the outstanding levels of care, guidance and support they receive. Pupils leave the school very well equipped in attitudes, self-confidence and independence to thrive in later stages of their education and in adult life. The good teaching and the good curriculum include some excellent practice, especially in the teaching of English to older pupils and the effective use of information communication and technology (ICT) across the curriculum. Several very recent staff changes have led to some minor inconsistency in teaching, notably in the marking of pupils' work. The school checks pupils' progress very well except in the Foundation Stage (the nursery and reception classes), where these processes are satisfactory.

Outstanding leadership and management constantly seek to further improve the school on the basis of the very thorough checks made on performance. Senior staff provide colleagues and pupils with excellent role models of commitment to achievement within an atmosphere of care and enjoyment. The school has improved well since its previous inspection and is very well placed for further improvement. The school represents very good value for money.

Grade: 1

What the school should do to improve further

- Keep a more precise check on the progress of individual children over time in the nursery and reception classes.
- Ensure consistency in the marking of pupils' work so that it always helps them to understand exactly how to improve on a day-to-day basis.

Achievement and standards

Grade: 1

Achievement is outstanding. All pupils, regardless of their ethnicity, ability or gender, make at least good progress and a substantial proportion make outstanding progress as they move through the school. Progress is very good to age seven and there is further good progress through to age eleven.

Having started out with below-average attainment, pupils reach substantially above-average standards in English, mathematics and science. This has been the pattern for a good many years. Pupils who receive additional support because of learning difficulties or because they are at the early stages of acquiring the English language also make very good progress because of the specialist support they receive from teachers and teaching assistants. Careful assessment of each pupil's progress, needs and attitudes to learning leads to the setting of challenging targets for teachers and pupils, which are almost always met.

High standards are also achieved in other subjects such as art and design, and ICT. ICT skills are used well in all subjects, aiding the good progress made.

Grade: 1

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent and this leads to a high level of self-discipline. Pupils say they like being at school very much and are very proud of their school and their achievements. They are very self-confident and respond very well in lessons, join enthusiastically in activities and form excellent relationships.

Children settle quickly into the nursery and the reception classes. Very harmonious and respectful relationships develop so that pupils from widely different backgrounds learn to work and play happily together. There are no signs of any significant incidence of bullying, racism or harassment in this school and no pupils have been excluded from the school in the last ten years. However, attendance is only satisfactory, although improving slightly, because of extended holidays during term-time.

Pupils relish the chance to take responsibility, such as through the school council, and talk eagerly about all the things they do to support and enrich school life. They run an 'Art Academy' at lunchtimes: one pupil said, 'We have to open it, lock it up, vacuum it and dust it!' Pupils are also very considerate of each other at playtime and when walking safely around school. Pupils are well aware of healthy living; they eat sensibly and take regular exercise in lessons and clubs. Pupils also think hard about their place in the wider community, locally and internationally, such as when raising very large sums of money in response to the 2005 Tsunami and Pakistan earthquake disaster appeals.

Pupils are developing a high level of personal and thinking skills that will be of great benefit in later life and employment. These are well developed when they take part in 'mini-enterprise' projects. Good progress in their basic skills also helps to ensure pupils have a strong base to develop from for their future economic well-being.

Grade: 1

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are of good quality and some exemplary practice is found. The greatest strength is the very effective way the teaching inspires pupils' very high levels of interest, enjoyment, effort and application. Imaginative planning of lessons and the use of exciting resources are key factors here. Examples are the use of lively child-friendly visual resources such as video-clips. These inspire pupils and encourage them to talk and write so that they practise and develop their literacy skills well. Similarly, teachers give pupils many opportunities to use ICT so that they can learn through attractive resources and work independently. The careful matching of work to the range of pupils' abilities and needs, the very caring, encouraging approach of teachers and support staff are also strong features. Consequently pupils say how fully they enjoy lessons and value the school staff. These attitudes are evident in the excellent behaviour and relationships found in lessons. Lessons are very calm and happy, yet purposeful. Teachers' effective matching of work to pupils' abilities and needs is aided by very good, precise and systematic means for tracking pupils' progress, although in the Foundation Stage the process is only satisfactory. Recent development in these processes has been taking place, allowing pupils to use computers to record their own assessments of their progress for teachers to later confirm. Following many recent staff changes, including temporary arrangements to cover for sickness absence, there is some inconsistency in the marking of pupils' work and on occasion it gives too little guidance on improvement. The school has already recognised this and planned remedial action.

Grade: 2

Curriculum and other activities

Grade: 2

The school's curriculum is good and has some outstanding features. It is broad, relevant to pupils' interests and needs, and it generates enthusiasm and enjoyment in learning. There is good provision in literacy, numeracy, art and design, and for the pupils' personal, social and health education. There is outstanding provision for ICT, especially in the way it is used to enhance other subjects.

The school ensures the cultural experiences of all pupils are represented and this is consistent with the school's very strong commitment to ensure all pupils experience equal opportunity to thrive. Thorough and very effective programmes of work, and staff support for pupils experiencing any form of difficulty or disadvantage further express that commitment.

A sound range of educational visits and visitors enrich the curriculum. A satisfactory range of optional activities outside lessons is offered to pupils in Years 3 to 6, but none for younger pupils.

Grade: 2

Care, guidance and support

Grade: 1

The quality of care, support and guidance given to pupils is outstanding. Pupils flourish at the school, personally and academically, because of the high quality care and support they receive. This caring ethos pervades the school and rubs off on the children.

The school knows each individual pupil very well, socially and academically, and provides very close support and guidance on this basis. Exemplary practice takes place at the early morning 'Independence Time' when the teachers give targeted groups of pupils specific support and guidance. The pupils say they really like these sessions because they help them to work out for themselves what they need to do to get better.

The school ensures pupils are safe and very well cared for in lessons and at lunchtimes and playtimes. Arrangements for child protection are appropriate and clear systems are in place and known by all staff, including non-teaching staff.

Grade: 1

Leadership and management

Grade: 1

The school's leadership and management are outstanding. It is dynamic, visionary and in constant search of improvement. The present co-headteachers are passionate in their aim to give pupils the best possible start in life. They set very high expectations of staff and pupils whilst ensuring they are all given all the help they need to meet the challenge. A strong team of senior staff gives unstinting support to these aims and processes. Very close staff teamwork produces a clear consistency of approach. This is a key reason for the school's extremely strong ethos of commitment, care, co-operation and enjoyment. The school has improved significantly since the last inspection and is exceptionally well placed to improve further.

The school has attracted national recognition for some of its exemplary and innovatory approaches, for example, in the use of ICT to support teaching and learning. Although there is much innovation it is never 'change for change's sake'. Instead, a very careful examination of pupils' progress and needs is the starting point. Teaching and learning in lessons are frequently observed and analysed. Ways to help teachers and pupils to do improve further are carefully considered, and the impact of change is observed closely before new practices are fully adopted.

The school's very thorough processes for keeping a check on its own performance lead it to a very sure understanding of its own strengths and of how it may strive to continue moving forward. Within its thorough evaluation procedures, the school takes care to consult both pupils and parents, and takes effective notice of their views.

Grade: 1

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

19 October 2005

Dear Pupils,

The inspectors would like to say a big 'thank you' to you all. When we visited your school recently we really enjoyed meeting you. You were very friendly and keen to talk to us.

We were also very pleased to see how well you are doing in your schoolwork. You try hard with everything you do. We think you are making outstanding progress. We saw some wonderful artwork and really interesting writing. We were delighted to find how clever you are at using computers.

The inspectors were also delighted to see how well you behave and how well you get on with each other. You make it a very happy, friendly school.

Many of you told us how much you enjoyed school. We can see why! We noticed that your teachers make lessons interesting and enjoyable. They give you lots of help. All the school staff look after you really well. This is exactly what you told us.

We have said that we think Robin Hood is an outstanding school. The headteachers and all the other staff are doing their very best to help you enjoy learning and be successful.

There are only two things we have asked the school to do so it becomes even better. We want the teachers to keep a closer check on how much progress the youngest children are making. We also would like the teachers to tell you a bit more about how to do even better when they mark your work.

Thank you again for making our visit so enjoyable. We wish you the very best for the future.

Yours sincerely,

M H Cole Lead Inspector